

# JOURNAL OF Experimental Child Psychology

EDITOR

*Hayne W. Reese*

ASSOCIATE EDITOR

*Lynn S. Liben*

EDITORIAL BOARD

*Martin S. Banks*

*Robert B. McCall*

*Keith Rayner*

*John M. Belmont*

*Kathleen A. McCluskey*

*Milton E. Rosenbaum*

*Marc H. Bornstein*

*Dennis L. Molfese*

*Alexander W. Siegel*

*Rachel K. Clifton*

*Nora S. Newcombe*

*Keith E. Stanovich*

*Robert V. Kail*

*Peter A. Ornstein*

*Hoben Thomas*

*Stan A. Kuczaj II*

*Willis F. Overton*

*Thomas J. Tighe*

*David S. Palermo*

*Volume 40, 1985*

ACADEMIC PRESS, INC.

*(Harcourt Brace Jovanovich, Publishers)*

San Diego Orlando New York Austin London  
Montreal Sydney Tokyo Toronto



Copyright © 1985 by Academic Press, Inc.  
ALL RIGHTS RESERVED

No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy recording, or any information storage and retrieval system, without permission in writing from the copyright owner.

The appearance of the code at the bottom of the first page of an article in this journal indicates the copyright owner's consent that copies of the article may be made for personal or internal use, or for the personal or internal use of specific clients. This consent is given on the condition, however, that the copier pay the stated per copy fee through the Copyright Clearance Center, Inc. (27 Congress Street, Salem, Massachusetts 01970), for copying beyond that permitted by Sections 107 or 108 of the U. S. Copyright Law. This consent does not extend to other kinds of copying, such as copying for general distribution, for advertising or promotional purposes, for creating new collective works, or for resale. Copy fees for pre-1985 articles are as shown on the article title pages; if no fee code appears on the title page, the copy fee is the same as for current articles.

0022-0965/85 \$3.00

MADE IN THE UNITED STATES OF AMERICA

## Contents of Volume 40

### NUMBER 1, AUGUST 1985

T. NETTLEBECK AND C. WILSON. A Cross-Sequential Analysis of Developmental Differences in Speed of Visual Information Processing .....	1
JUDITH A. BOWEY. Contextual Facilitation in Children's Oral Reading in Relation to Grade and Decoding Skill .....	23
MARY SUE HAMANN AND MARK H. ASHCRAFT. Simple and Complex Mental Addition across Development .....	49
VIRGINIA C. GATHERCOLE. More and More and More about <i>More</i> .....	73
CURTIS A. SAMUELS. Attention to Eye Contact Opportunity and Facial Motion by Three-Month-Old Infants .....	105
PIERRE MOUNOUD, PAOLO VIVIANI, CLAUDE ALAIN HAUERT, AND JOËL GUYON. Development of Visuomanual Tracking in 5- to 9-Year-Old Boys .....	115
RUTH CAMPBELL. When Children Write Nonwords to Dictation .....	133
BRIAN P. ACKERMAN. Constraints on Retrieval Search for Episodic Information in Children and Adults .....	152
ROBERT KAIL. Development of Mental Rotation: A Speed-Accuracy Study .....	181

### NUMBER 2, OCTOBER 1985

BRIAN P. ACKERMAN. Children's Use of Retrieval Cues to "Describe" Episodic Information in Memory: Problems of Constructability and Discriminability .....	193
DAVID S. CANTOR, CAROL ANDREASSEN, AND HARRIET SALATAS WATERS. Organization in Visual Episodic Memory: Relationships between Verbalized Knowledge, Strategy Use, and Performance .....	218
JUDITH IRESON AND HARRY MCGURK. Utilization of Static and Kinetic Information for Depth by Young Malawians .....	233
JACK M. FLETCHER. Memory for Verbal and Nonverbal Stimuli in Learning Disability Subgroups: Analysis by Selective Reminding .....	244
CATHERINE SOPHIAN AND LAURIE YENGO. Infants' Search for Visible Objects: Implications for the Interpretation of Early Search Errors .....	260
BARBARA A. MORRONGIELLO, SANDRA E. TREHUB, LEIGH A. THORPE, AND SANDRA CAPODILUPO. Children's Perception of Melodies: The Role of Contour, Frequency, and Rate of Presentation .....	279
PAUL C. QUINN, EINAR R. SIQUELAND, AND PAUL C. BOMBA. Delayed Recognition Memory for Orientation by Human Infants .....	293
MARC T. FRANKEL AND HOWARD A. ROLLINS, JR. Associative and Categorical Hypotheses of Organization in the Free Recall of Adults and Children .....	304
JAMES T. ENNS AND JOAN S. GIRGUS. Developmental Changes in Selective and Integrative Visual Attention .....	319
D. STEPHEN LINDSAY AND CAROL F. CREEDON. "Magic" Revisited: Children's Responses to Apparent Violations of Conservation .....	338



MARC MULLINS AND ARNOLD RINCOVER. Comparing Autistic and Normal Children along the Dimensions of Reinforcement Maximization, Stimulus Sampling, and Responsiveness to Extinction .....	350
--	-----

### NUMBER 3, DECEMBER 1985

C. J. BRAINERD. Three-State Models of Memory Development: A Review of Advances in Statistical Methodology .....	375
DAVID B. GOLDSTON AND CHARLES L. RICHMAN. Imagery, Encoding Specificity, and Prose Recall in 6-Year-Old Children .....	395
S. STAVROS VALENTI. Children's Preference for Novelty in Selective Learning: Developmental Stability or Change? .....	406
BRIAN P. ACKERMAN. Children's Use of Context and Category Cues to Retrieve Episodic Information from Memory .....	420
JENNIFER M. YOUNG-LOVERIDGE. Use of Orthographic Structure and Reading Ability: What Relationship? .....	439
HELEN TAGER-FLUSBERG. Basic Level and Superordinate Level Categorization by Autistic, Mentally Retarded, and Normal Children .....	450
PHILIP G. ERWIN. Similarity of Attitudes and Constructs in Children's Friendships .....	470
MERRILL HISCOCK, MARCEL KINSBOURNE, MARILYN SAMUELS, AND A. E. KRAUSE. Effects of Speaking upon the Rate and Variability of Concurrent Finger Tapping in Children .....	486
MARTIN S. BANKS, BENJAMIN R. STEPHENS, AND E. EUGENIE HARTMANN. The Development of Basic Mechanisms of Pattern Vision: Spatial Frequency Channels .....	501
BENJAMIN R. STEPHENS AND MARTIN S. BANKS. The Development of Contrast Constancy .....	528
KERI WEED AND ELLEN BOUCHARD RYAN. The Effectiveness of Imagery and Sentence Strategy Instructions as a Function of Visual and Auditory Processing in Young School-Age Children .....	548
AUTHOR INDEX FOR VOLUME 40 .....	562
CUMULATIVE SUBJECT INDEX FOR VOLUMES 39-40 .....	563

## INFORMATION FOR AUTHORS

The *Journal of Experimental Child Psychology* is devoted primarily to reports of significant empirical research concerned with expanding our psychological knowledge of the child. Other kinds of manuscripts, including critical reviews, theoretical contributions, and short notes on methodological issues and innovative apparatus, will also be considered but will be reviewed with particular focus upon their value as stimulants to research of substantial importance in the field of child psychology. Manuscripts concerning special populations of children should address normal developmental processes as well as providing data on special populations. In all cases, the review of manuscripts is based on methodological adequacy, evidence of replicability of results, theoretical import, and clarity of presentation. Reports of multiple experiments focused on a problem of theoretical interest are encouraged. There is no page charge for publication. If authors chooses, they may delete their names and other identifying information from two copies of manuscripts submitted and these copies will be used for review. Original papers only will be considered. Manuscripts are accepted for review with the understanding that the same work has not been and will not be nor is presently submitted elsewhere, and that its submission for publication has been approved by all of the authors and by the institution where the work was carried out; further, that any person cited as a source of personal communications has approved such citation. Written authorization may be required at the Editor's discretion. Articles and any other material published in the *Journal of Experimental Child Psychology* represent the opinions of the author(s) and should not be construed to reflect the opinions of the Editor(s) and the Publisher.

Authors submitting a manuscript do so on the understanding that if it is accepted for publication, copyright in the article, including the right to reproduce the article in all forms and media, shall be assigned exclusively to the Publisher. The Publisher will not refuse any reasonable request by the author for permission to reproduce any of their contributions to the journal.

Four copies of each manuscript and each figure or table should be sent to **Dr. Hayne W. Reese, Department of Psychology, West Virginia University, Box 6040, Morgantown, West Virginia 26506-6040.**

A fifth copy should be retained by the author. Manuscripts must be double-spaced throughout. Reproduced copies of the manuscript will be accepted only if they are of high quality. Each manuscript must include a concise abstract, preferably not exceeding 100–150 words, which will appear after the title and author's name in the published article. In most papers this abstract will obviate the need for a summary. Authors are requested to follow the specifications of the *Publication Manual of the American Psychological Association* (3rd ed.), including the *Guidelines for Nonsexist Language in APA Journals*, in preparing their manuscripts.

**Figures and Tables.** Figures should be numbered consecutively with Arabic numerals in order of mention in the text; each figure should have a descriptive legend. Legends should be typed together on a separate sheet, double-spaced. All illustrations should be in finished form ready for reproduction. A convenient size for drawings is  $8\frac{1}{2} \times 11$  inches ( $21 \times 27.5$  cm). Drawings should be made with India ink on tracing linen, smooth surface white paper, or bristol board. Graph paper if used should be ruled in blue. Grid lines that are to show in the final engraving should be inked in black. Sharp, clear glossy prints of figures are acceptable. Illustrations in color can be accepted only if the authors defray the cost.

Tables should be typed on separate pages, numbered consecutively with Arabic numerals in order of mention in the text. All tables should have descriptive headings, typed (double-spaced) above the table.

**Literature references** in the text should be cited by author's surname and the year of publication, e.g., Smith (1980); Smith et al. (1979); Smith and Jones (1961, p. 250) (for references to a specific page); (Smith & Jones, 1982) (ampersand for references in parentheses). If a reference has more than two authors, the citation includes the surnames of all authors at the first mention, but later citations of the same reference include only the surname of

the first author and the abbreviation "et al." Suffixes *a*, *b*, etc., should be used following the date to distinguish two or more works by the same author(s) in the same year, e.g., Smith (1960a, 1960b). Parenthetical literature citations in the text should be arranged alphabetically according to the surname of the author.

Journal titles should be written out in full according to the form followed in the *Psychological Abstracts*.

The desired style of capitalization and punctuation in references is apparent in the following examples:

American Psychological Association (1983). *Publication manual of the American Psychological Association* (3rd ed.). Washington, DC: Author.

Brim, O. G., Jr., & Ryff, C. D. (1980). On the properties of life events. In P. B. Baltes & O. G. Brim, Jr. (Eds.), *Life-span development and behavior* (Vol. 3, pp. 367-388). New York: Academic Press.

Cousins, J. H., Siegel, A. W., & Maxwell, S. E. (1983). Way finding and cognitive mapping in large-scale environments: A test of a developmental hypothesis. *Journal of Experimental Child Psychology*, **35**, 1-20.

*Reprints:* Fifty gratis reprints of each article are supplied and additional copies may be ordered.